



Centre for Advancing Collaborative Healthcare & Education (CACHE)

University of Toronto's Interprofessional Education (IPE) Curriculum

All learning activities in the IPE curriculum must be interprofessional, according to the definition of the World Health Organization (2010).

*Interprofessional education is education that occurs when two or more professions **learn about, from, and with each other** to enable effective collaboration and improve health outcomes. Professional is an all-encompassing term that includes individuals with the knowledge and/or skills to contribute to the physical, mental and social well-being of a community.*

During the approval process, the proposed activity will be considered for both *process* (how the activity is designed and conducted) and *content* (what content and competencies are being addressed).

PIPES Application

Date Submitted: _____

Activity Lead(s) (Please include name, profession, and email): _____

Title of Proposed Learning Activity: _____

Date(s) of Proposed Learning Activity (Please indicate if this is a single date or multiple dates in a series): _____

Proposed Length of Activity:

Maximum Number of Learners that can be Accommodated:

Summary of the Proposed Learning Activity:

Please comment on the following:

- A description of the activity
- Learning objectives
- Collaborative competencies to be addressed (see links for U of T, CIHC Frameworks)
- Target level of learner where applicable (see links below for developmental curriculum levels)
- Agenda outlining content

Brief Description (50 Words Maximum): *Note: This description will be used on the IPE Learning Activity Calendar for students and facilitators (if applicable).*

Proposed Learning Objectives: *Describe what students are expected to achieve as a result of participation in learning activity.*

Collaborative Competencies to be Addressed: (See [CIHC Competency Framework](#) for more detail).

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Developmental levels in curriculum:

EXPOSURE: Introduction
Explore concepts, values and contexts; practice skills.

IMMERSION: Development
Apply knowledge and skills; analyze concepts, values, and contexts.

COMPETENCE: Entry-to-Practice
Use and adapt knowledge and skills in practice; translate knowledge; seek new knowledge; act for change.

UNSURE: CACHE to determine developmental level

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| Level of interactivity: Appropriate mix of information and interaction. | Minimum of 50% (preferably) of the activity is interactive involving discussion or activity between learners. | Identify nature of interactivity (e.g., discussion, role play, simulation): If less than 50% interactivity, describe how interactivity across learners will be optimized: |



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| <p>IPE facilitators/leads: Facilitators/leads should ideally represent different professions/roles and be adequately prepared to facilitate the learning activity.</p> | <p>Minimum of two professions/roles involved in leadership and/or facilitation of learning activity.</p> | <p>Identify professions/roles represented: Describe how facilitator/leads are prepared/trained to facilitate learning activity:</p> |
| <p>Number of professions represented among learners and small groups: Distribution of profession/roles in a group of learners.</p> | <p>Minimum of two distinct professions/roles must be involved among learners, with an aim towards no more than 50% representation preferably from one profession within student group distribution.</p> | <p>Identify target number of professions/roles among learners: If more than 50% representation of one profession, describe how equity of interprofessional discussion will be facilitated:</p> |
| <p>Realistic or authentic IPE learning activity: The activity should be based on active engagement in realistic and/or authentic learning experiences.</p> | <p>Examples of realistic and/or authentic learning experiences include patient-based cases, team scenarios/simulations, patient/client/family member participation (speaker/facilitators).</p> | <p>Describe how this activity prepares learners for collaborative practice using realistic and/or authentic experiential learning:</p> |

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| Debrief period with students and, where applicable, facilitators. | A formal debrief discussing development of collaborative competencies. | List proposed debrief questions and format: |
| What format and steps will you be taking to ensure an environment of mutual respect and psychological safety? | Some examples include setting group norms, encouraging participants to have a voice, etc. | |